

## WHITE KNOLL HIGH

5643 Platt Springs Road  
Lexington, SC 29073

**GRADES** 9-12 High School

**ENROLLMENT** 1,622 Students

**PRINCIPAL** Michael L. Stacey 803-996-4500

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent  
19

Good  
8

Average  
0

Below Average  
0

Unsatisfactory  
0

#### IMPROVEMENT RATING:

**N/A**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	N/A	N/A
2004			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	80.1	75.5	77.9	76.1	74.5	73.7
Passed 2 subtests	13.3	17.6	15.3	13.6	14.7	14.8
Passed 1 subtest	5.5	5.0	5.7	7.0	6.8	6.9
Passed no subtests	1.2	1.9	0.8	3.3	3.9	3.8

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	329	98.5	298	19.5	311	95.2
<b>Gender</b>						
Male	158	98.7	140	16.4	156	89.1
Female	171	98.2	158	22.2	155	99.0
<b>Race or Ethnic Group</b>						
African American	20	95.0	16	12.5	19	84.2
Hispanic	8	100.0	8	0.0	5	99.0
White	295	98.6	268	19.8	281	94.7
Other	6	100.0	6	50.0	6	100.0
<b>Disability Status</b>						
Non-speech disabilities	1	I/S	12	0.0	19	63.2
Students without disabilities	328	98.8	286	20.3	292	97.3
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	298	19.5	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	1	I/S	0	N/A
Non-LEP	318	98.4	297	19.5	311	94.9
<b>Lunch Status</b>						
Subsidized meals	51	96.1	58	10.3	48	99.0
Full-pay meals	274	98.9	240	21.7	263	90.5

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	19.5	22.2
Seniors who met the SAT requirement	19.5	23.3
Seniors who met the grade point average	53.7	57.4

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,622)				
Retention rate	6.0%	Down from 9.6%	7.5%	7.3%
Attendance rate	95.3%	Down from 95.7%	95.8%	95.5%
Eligible for gifted and talented	5.3%	Down from 5.7%	9.3%	5.1%
With disabilities other than speech	12.1%	Up from 10.0%	10.6%	12.2%
Older than usual for grade	7.6%	Up from 6.7%	8.1%	10.1%
Suspended or expelled	0.9%	Up from 0.5%	2.1%	2.3%
Enrolled in AP/IB programs	12.3%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	3.4%	Up from 1.9%	2.8%	2.7%
Career/technology students in co-curricular organizations	10.3%	Up from 10.1%	2.3%	3.2%
Enrollment in career/technology center courses	915	Up from 667	652	433
Students participating in worked-based experiences	13.9%	Down from 19.8%	26.4%	26.3%
Career/technology students mastering core competencies	77.5%	Down from 78.7%	76.0%	74.9%
Career/technology completers placed	100.0%	N/A	100.0%	99.5%

Teachers (n= 116)

Teachers with advanced degrees	57.8%	Down from 64.3%	56.2%	51.7%
Continuing contract teachers	74.1%	Down from 74.5%	84.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	87.4%	85.1%
Teacher attendance rate	95.1%	Down from 96.3%	95.8%	95.8%
Average teacher salary	\$40,399	Up 2.7%	\$41,330	\$40,303
Prof. development days/teacher	10.5 days	Up from 9.5 days	9.0 days	10.3 days

School

Principal's years at school	4.0	Up from 3.0	3.3	3.0
Student-teacher ratio	24.7 to 1	Up from 23.8 to 1	28.0 to 1	26.2 to 1
Prime instructional time	89.5%	Down from 91.0%	91.2%	90.1%
Dollars spent per pupil*	\$6,279	Down 6.8%	\$5,648	\$6,279
Percent spent on teacher salaries*	61.2%	Up from 54.0%	58.3%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	89.8%	Down from 95.8%	83.9%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parent/Guardian:

On May 24, 2003, White Knoll High School issued 303 South Carolina High School diplomas to the largest class in our school's history. This graduating class earned \$3.5 million in scholarship money - money these students will use to further their education.

A second milestone of the year was WKH's move to competition in the South Carolina High School League's Class AAAA Conference. All athletic squads successfully proved their competitiveness. The WKH color guard won the school's first state title and the marching band finished third in the AAAA state competition.

Academic teams continued to excel at both the state and national levels. Our Destination Imagination team finished tenth in world competition. Thirteen students qualified for national competition in DECA and two of those students went on to become national winners. During the 2003 summer, one FBLA student and three HOSA students participated in national competition.

The WKH School Improvement Council, chaired by Paula Maky, identified two goals for the 2002-2003 school year.

**Goal One:** To continue to work with the ninth grade transition program. Faculty and staff studied practices and programs proven successful at the national and local levels. After review and research, they developed a plan to implement smaller learning communities in the ninth grade for the 2003-2004 school year.

**Goal Two:** To prepare for initial Southern Association of Colleges and Schools (SACS) accreditation. The SACS peer review team conducted its initial review and approved WKH's accreditation. In completing this process, the school finalized its five-year strategic plan.

The SIC and Building Level Team have identified a goal for 2003-2004 school year - to restructure the delivery of instruction and curriculum to better meet the needs of all students by implementing smaller learning communities in the ninth grade with a focus on schools of study.

There will be five ninth-grade communities identified by area of study: Business Management, Arts and Humanities, Engineering, Health Science, and Public Service. During the 2003-2004 school year, WKH will pilot for Lexington County School District One, a curriculum framework model that reorganizes curriculum around 16 clusters and 34 majors. Ultimately, we hope to become a "High Schools That Work" model site for the state of South Carolina.

Michael L. Stacey, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	112	229	36
Percent satisfied with learning environment	83.9%	71.7%	86.1%
Percent satisfied with social and physical environment	91.9%	72.7%	52.8%
Percent satisfied with home-school relations	69.2%	73.9%	80.0%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.